

London Islamic School

18–22 Damien Street, London E1 2HX

Inspection dates

6–12 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders, including governors, ensure that the independent school standards are not just met but are part of the school's culture.
- There is a strong commitment to promoting the fundamental British values of democracy, the rule of law, respect and tolerance. As a result, pupils' personal development is strong. They are prepared well to take their place in the community.
- Leaders know their school well. They have a clear understanding of its strengths and weaknesses. The priorities for improvement are realistic and based on reliable evidence.
- Pupils' behaviour is excellent. They are respectful of others, tolerant of those who have different beliefs and lifestyles, polite and courteous.
- Pupils' attitudes to school are positive. They are keen to learn and proud of their Islamic heritage. As a result, there is a positive climate across the school.
- Strong teaching in most subjects enables pupils to make extensive progress with their learning. Pupils are given work that deepens their knowledge and understanding.
- In some subjects, teaching sticks too rigidly to the textbook. Pupils know the facts but do not understand how they fit together. This limits their learning and achievement.
- Pupils reach above-average standards in English and mathematics. Science standards dipped last year but are now on track to improve. Achievements in other subjects vary but are broadly average.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve teaching further so that pupils achieve well in all subjects by:
 - ensuring that teaching is consistently good across all subjects
 - consolidating the introduction of history and geography to make sure that standards are as good as those in English, mathematics and computing
 - sharing the effective practice in English, mathematics and computing more widely.
- Develop the way that leaders check the quality of teaching so that greater significance is given to the work in pupils' exercise books.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, including governors, have maintained the school's positive ethos and tackled successfully those areas of the independent school standards that were not met at the last inspection. The school now meets all the requirements of the independent school standards, including the provision of showers and changing facilities.
- Senior leaders and teachers take particular care to ensure that the school promotes fundamental British values effectively. Work in English and in the creative and aesthetic curriculum is linked to respect for and tolerance of others. For example, activities in English reinforce the connection between Islamic and British values. In art, pupils are learning how Moorish architecture has influenced European buildings.
- Leaders have an accurate understanding of the school's strengths and the areas that need to improve. This is because there are clear and effective procedures to identify weaknesses. For example, teaching quality, including the impact of the school's assessment policy, is evaluated well. Where weaknesses are found, leaders ensure that teachers are given clear targets for improvement, check that these are being met and support them in carrying them out. However, the quality of work in pupils' exercise books is not used consistently to help evaluate teaching. Leaders recognise that this is a gap in the system of checking teaching quality and have plans to introduce this in the next round of evaluations.
- Provision for pupils' spiritual, moral, social and cultural development is strong. Pupils have a secure understanding of other religious traditions such as Christianity and Judaism. Even more significantly, they understand how they can play a positive role in the local community. For example, during the inspection they worked with the local authority to pick up litter from the streets around the school. The sense of achievement among the pupils who took part was unmistakable.
- Leaders and teachers track pupils' achievements effectively. They assess pupils' progress and attainment carefully and, as a result, know which pupils are doing well and which are not. Where pupils need extra help, they are given appropriate one-to-one support, ensuring that pupils who fall behind catch up quickly. The most able pupils are also supported well with additional classes after school. In mathematics, for example, the most able study further mathematics at GCSE, thus extending their learning effectively.
- The curriculum provides appropriately for pupils' needs and aspirations. Recent changes to include history are still bedding down. As a result, history is not yet strong enough. However, the citizenship curriculum gives pupils a secure understanding of modern Britain and how to take their places as British citizens.
- Literacy and numeracy are taught well. Although these are promoted primarily through English and mathematics lessons, other subjects are increasingly contributing. In science, for example, there is a focus on calculation. Although pupils write for different audiences, opportunities to do so in history and geography are limited.
- After-school activities are limited to supplementary classes in the core subjects. However, trips and visits expand pupils' horizons and give them good opportunities to learn about the wider world. For example, in art, a visit to Spain is planned to enable pupils to see for

themselves how patterns have influenced architecture.

Governance

- Governors are ambitious for the school and its pupils. The new chair is keen to improve further the way that the governors carry out their work, especially the part they play in challenging leaders about the school's performance. New governors have been brought onto the board to provide a range of expertise, including knowledge of curriculum design.
- Governors have a good grasp of the school's strengths and weaknesses. They have supported leaders well in ensuring that the school's Islamic ethos links closely to British values, including respect and tolerance. This has contributed well to pupils' personal development and welfare.
- With the support of leaders, governors ensure that all the necessary checks of staff are carried out diligently. This includes checks on governors and the proprietary body. As a result, arrangements for vetting staff are effective and meet requirements.

Safeguarding

- The arrangements for safeguarding are effective. Well-organised administrative arrangements ensure that record-keeping is secure and detailed. Leaders are able to identify quickly those pupils who may be experiencing difficulties. Consequently, pupils are kept safe and are well cared for.
- Regular training means that all staff understand the part they play in ensuring that pupils are kept safe. For example, all staff have been trained to level 2 in child protection and safeguarding and undergo refresher courses each year. Staff understand how to recognise signs of abuse and know how to deal with pupils who make their concerns known. Staff are also trained in issues relating to radicalisation and extremism, female genital mutilation and forced marriage. As a result, they understand the need to remain vigilant, especially in relation to the school's duty to protect pupils from radicalisation and extremism.
- Policies are relevant, up to date and cover safeguarding in full. Staff sign to confirm that they have read them, and other relevant documents, to keep pupils safe. This ensures that the school looks after pupils' safety and welfare effectively. Leaders ensure that the safeguarding policy is available to parents and carers via the school's website.

Quality of teaching, learning and assessment

Good

- Despite some variations, teaching contributes well to pupils' learning and progress. In most cases, teachers have a secure knowledge of their subject and how to pass this on to their pupils. In mathematics and computing, for example, teachers use their knowledge to challenge pupils' thinking and deepen their understanding. As a result, pupils make strong progress and achieve well. In a few subjects, teachers' subject knowledge is less effective in developing pupils' understanding. Occasionally, pupils' questions are left unanswered.
- In many instances, teachers use questions most effectively to take pupils' learning forward and extend their skills and understanding. Pupils respond well to questions that test their understanding as well as knowledge. This enables them to develop into

thoughtful and reflective learners, who are able to think widely about solutions to problems.

- Where the new arrangements for assessment are working well, they are helping pupils improve their work. Pupils' books in most subjects show that they are making better than average progress over time to become proficient learners. For example, pupils develop their literacy skills and use of technical vocabulary well. It is noticeable that where assessment is used well, teaching is also effective.
- Strengths in teaching also include effective use of the extra support of teaching assistants to provide one-to-one help for those pupils who are struggling. Peer assessment, where pupils mark each other's work, is also effective in helping pupils understand what they can do to improve their work.
- Pupils' attitudes to their work are positive. This is because most teaching motivates them and keeps them involved in their learning, even when lessons are long. In some subjects, for example mathematics, the most able pupils help others to understand new or difficult topics. As a result, pupils make above-average progress.
- In many subjects teachers give pupils work that is at the right level. For example, the most able pupils are given additional tasks to stretch and challenge their thinking. However, this is not a consistent feature. In a few subjects all pupils cover the same work, and teaching is mainly from a textbook. This means that the achievements of a few of the most able pupils are not quite as good as they could be.
- Occasionally, teaching has too little impact on pupils' learning and achievements. Where this happens, teachers' questions need simple factual answers that do not deepen pupils' understanding. Sometimes, too, assessment is not used effectively enough. As a result, pupils know the facts about a particular topic but not how these fit together to give them an in-depth understanding.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have set up reliable procedures to ensure that pupils' welfare is strong. For example, there is a structured approach to identifying pupils who may be vulnerable. This approach is understood well by staff, who use their first-hand knowledge of pupils to provide pertinent support when needed. Pupils noted that their teachers 'go the extra mile' for them.
- There is little, if any, disruption in classrooms. Pupils' positive attitudes mean that they are keen to learn and respond quickly to teachers' instructions. This has a clear impact on their learning, ensuring that even where teaching is not as sharp as it could be, pupils remain motivated.
- Pupils are clear that they feel safe in school. They also know how to keep themselves safe in different situations. For example, they get taught about online safety through computing and have a clear understanding of keeping themselves safe in the local community. Citizenship lessons ensure that pupils learn about British values and how to keep themselves safe.

- There are a range of opportunities for pupils to develop their sense of responsibility. For example, during the inspection, pupils in Year 9 took part in 'The Big Clean Up' run by the borough. Other examples include older boys helping to keep classrooms clean during lunchtime and raising money for charities.

Behaviour

- The behaviour of pupils is outstanding. Pupils are extremely well mannered and polite, and their conduct around the school and in classrooms is exemplary. Break and lunch periods, for example, are well supervised and pupils' sensible and mature behaviour means that there is a calm atmosphere. Those pupils who choose to play football in the square next to the school are also extremely sensible and carefully follow the instructions of teachers supervising them. Pupils are punctual to lessons, ensuring that little time is lost.
- Pupils are clear that bullying is very rare indeed. Even if were to happen, they are very confident that their teachers would resolve any problems swiftly.
- Pupils' attendance at school is typically above the average and has been so for the past few years. Pupils enjoy coming to school and are keen to do well in their studies. This is because leaders and teachers are not only positive role models but also provide a positive climate in which they learn and mature.

Outcomes for pupils

Good

- Pupils' achievements when they start at the London Islamic School are a little below average overall, although there are some who are more able. During their time at the school the great majority of pupils make good progress with their learning. As a result, overall achievement at the end of Year 11 is typically above average.
- The 2017 GCSE results for English and mathematics were strong and above the national average. Performance in science was less good and was significantly lower than previous years. However, achievements in science have improved this year and pupils are on track to do well in this year's GCSE examinations. This is because the system for checking pupils' progress is being used more effectively to identify those who are not doing as well as they should. Teachers use this information well to provide additional support and extra lessons after school.
- Achievement in other subjects is at least average, and is mostly above. Pupils' reading develops well and their literacy skills are secure. Achievement in computing is strong. History has been newly introduced and although it broadens pupils' experiences, standards are not yet as good as those in English or mathematics. Leaders recognise the need to raise standards further, and the positive impact of pupils' strong attitudes ensures that progress is at least average.
- The school prepares pupils well for the next stage in their education. They are given helpful advice about opportunities available after they leave the school and all go on to further education.

School details

Unique reference number	132797
DfE registration number	211/6390
Inspection number	10035795

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	137
Number of part-time pupils	0
Proprietor	Esha'atul Islam Board of Trustees
Chair	Guljar Alam
Headteacher	Abdulhadi Mamon
Annual fees (day pupils)	£3,000
Telephone number	020 7265 9667
Website	www.londonislamicschool.org
Email address	info@londonislamicschool.org
Date of previous inspection	25–27 March 2014

Information about this school

- This is an Islamic secondary school for boys. The school is registered for up to 150 pupils; there are currently 137 on roll.
- The school was last inspected in March 2014 when it was judged to be good. The inspection judged that the school met The Education (Independent School Standards) Regulations 2014 and associated requirements.
- The school does not use alternative providers.

Information about this inspection

- Inspectors observed teaching and learning in lessons across all year groups and subjects. Some of these were jointly observed with school leaders.
- Inspectors looked at arrangements at break and lunchtime.
- Samples of pupils' work were scrutinised.
- Discussions were held with senior leaders, governors, teachers and pupils.
- A range of documentation and policies were scrutinised, including the school's self-evaluation, records of pupils' behaviour and attendance, meetings of the governing body, assessment information and school newsletters.
- Inspectors scrutinised records relating to the quality of teaching, and the school's website, including information about extra-curricular activities, trips and visits.
- Inspectors reviewed records, policies and procedures relating to safeguarding.
- Inspectors took into account the views of 38 parents who responded to Ofsted's online survey.

Inspection team

Brian Oppenheim, lead inspector

Her Majesty's Inspector

David Davies

Ofsted Inspector

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